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ABSTRACT

A 9-week practicum was designed to integrate severely/profoundly handicapped (SPH) students with third-grade nonhandicapped peer tutors in Broward County, Florida. Additional Objectives were to promote greater understanding of handicaps by nonhandicapped peer tutors and to increase awareness by SPH teachers of the importance of interactions between handicapped and nonhandicapped children. Using a fixed-time ratio, observers gathered baseline data on SPH students by documenting 5 minutes of eye contact and/or interaction with an object. Baseline data on interaction of SPH students with teachers was also obtained. At the beginning and end of the practicum, peer tutors and SPH teachers responded to a questionnaire regarding their attitudes toward SPH students and toward integrating SPH students with nonhandicapped peers. During the practicum, each nonhandicapped peer tutor worked with three SPH students every day. Data were collected on SPH students' eye contact and/or interaction with an object, as well as on interaction with the peer tutor. Results revealed that SPH students showed progress in programming during the time the nonhandicapped peer tutors worked with them. Both SPH teachers and nonhandicapped peer tutors showed more awareness and acceptance of SPH students at the conclusion of the project than they did at the beginning. (Appendices include questionnaires and descriptions of individual SPH students' performances.) (AS)

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## INTEGRATION OF SPH STUDENTS WITH NON-HANDICAPPED PEERS AT PINE RIDGE CENTER

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NOVA UNIVERSITY

# INTEGRATION OF SPH STUDENTS WITH NON-HANDICAPPED PEERS AT PINE RIDGE CENTER

Submitted to the Faculty of Nova University
Early Childhood Education Program
in Candidacy for the Degree of
Doctor of Education

BY

LINDA A. PEGNATORE

NOVA UNIVERSITY
CLUSTER VIII

December, 1984

# A B S T R A C T

This practicum involved the integration of SPH students with non-handicapped peer tutors. This was in response to the fact that all SPH students in Broward County are educated in centers, away from non-handicapped peers.

Goals proposed for this practicum included having non-handicapped peer tutors work with SPH students and changing attitudes on the part of SPH teachers and peer tutors. The practicum was designed in such a way so the change in attitude would be a direct result of the interaction of the SPH students with the non-handicapped peer tutors. The solution that was chosen included bringing students from a nearby elementary school over to the center to work directly with the SPH students. One student from each of nine classes was chosen so as to impact on the majority of the teachers in the center.

After completion of the implementation stage of the practicum, the data from the interaction of the non-handicapped peer tutors with the SPH students was analyzed. It was found that the standards of performance of the SPH students were met and positive change in attitudes were effected through the program. SPH students showed progress in programming during the time the non-handicapped peer tutors worked with them. Both SPH teachers and non-handicapped peer tutors showed more awareness and acceptance of SPH students at the conclusion of this project.

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# I N T R O D U C T I O N

## A. Writer's Role, Responsibilities, and Work Setting

Pine Ridge Center was established originally as East Side Exceptional Center in the fall of the 1977 school year to educate those students who were diagnosed as profoundly mentally handicapped. This was in accordance with Public Law 94-142 (P.L. 94-142), Education for All Handicapped Children Act. The center successfully served forty-nine (49) students, ages five (5) through twenty-one (21) during its first year of existence. The students served were transported from all four geographic areas of Broward County. They were transported to East Side in specially adapted buses. The transportation time for many students was in excess of one hour and thirty minutes each way. The students had the services of a driver and an aide during this transportation period. During the 1978-1979 school year, additional students were enrolled in the program at East Side. The school continued to serve the North, North Central and South Central areas of the county for the profoundly handicapped students. In addition, a class for profoundly handicapped, deaf/blind students was placed at East Side. Transportation times improved slightly as additional bus routes were added, but travel time was still in excess of one hour in a great many instances.



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During the 1978-1979 school year, two facilities designed to accommodate exceptional students were opened. In the North Area, Bright Horizons was completed. This enabled profoundly handicapped students to attend a facility much closer to home. The Quest Center was completed in the South Area and as a result those profoundly handicapped students residing in that area began attending a center closer to their home.

Toward the end of the 1979 school year, the School Board of Broward County, Florida, decided to close Pine Ridge Elementary School and utilize the building as an administrative complex. The Pine Ridge facility was located in an area much closer to the majority of the profoundly handicapped students being educated at East Side. Many students resided at Pediatric Care Center which was only a short distance from the Pine Ridge facility. Many other students resided in areas much nearer Pine Ridge than East Side. A decision was made by the School Board of Broward County to move the program housed at East Side to the Pine Ridge facility and make East Side an administrative complex. After minor renovations to the Pine Ridge facility, it was possible to relocate the profoundly handicapped program. This was accomplished during the 1979-1980 school year and Pine Ridge Center was established.

Pine Ridge Center currently services 78 profoundly mentally handicapped students with a variety of secondary disabilities ranging from deaf/blind to severe spastic quadriplegia. The



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classroom make up is one teacher and an aide to 8 students. The students receive additional services of adaptive physical education, speech therapy, physical therapy, occupational therapy, and vision services, if needed.

The author is the Exceptional Student Education Specialist (ESE Specialist) and department head at the center. Job responsibilities are multi-faceted and include acting as the principal's designee at staffings, evaluations, parent conferences, individual educational program (IEP) meetings, and annual reviews of the students' performance. Responsibilities also include assisting teachers in assessment and programming, curriculum research, staff development, and additional duties the principal designates as being necessary to run the center more efficiently and effectively. The ESE Specialist also signs as the local educational agent (LEA) on placement and program papers and guarantees that all needs identified will be serviced. The writer also serves on the Exceptional Student Curriculum Council, the review team for district procedures for mental retardation and deaf/blind, is co-authoring an assessment and curriculum for the profoundly mentally handicapped for Broward County, and is a member of Pine Ridge Advisory and PTO.

B. Description of community, Including Socio-Economic and Geographic Factors



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Pine Ridge Center is located in the southwestern section of Broward County. The immediate community is mainly in a lower socio-economic area with middle and upper economic sections surrounding it. In 1980, the county set up prefabricated houses to provide homes for some illegal Haitian refugees. Some of the many problems of the community include unemployment, a high crime rate, illiteracy, and poor housing conditions. Within the heart of this community is the Ann Storck Center, formerly the Pediatric Care Center, which is the residential facility for 44 of the students attending Pine Ridge Center. This and other residential care facilities are under the jurisdiction of the Division of Health and Rehabilitative Services and they must operate under strict rules and regulations which do not allow much interaction within the community.



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# STUDY OF THE PROBLEM

## A. Description of the Problem Situation

It was stated in chapter one of this paper that the student population of Pine Ridge Center is mostly comprised of students living in HRS residential facilities. They are cared for in the facility and are physically and mentally unable to move about the community. All their daily living needs are met at the residential facility. Broward County provides school buses to transport all the students to and from school. At school, all the programs are carried out by teachers and aides, with no volunteers from within the community. Because of the handi- capping conditions, the idea of field trips is very limited, and usually not sought after by the teachers. The results of these conditions are students who never have an opportunity to interact with non-handicapped peers, or experience any type of normal interaction.

## B. Documentation of the Problem

The author, as the ESE Specialist of the school, attends the habilitation plans of the students. The residential facility is obligated to include a socialization goal in every habilitation plan. The goal is a wheelchair walk in the community. This

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provides the students with some visibility, but very little, if any, interaction with non-handicapped peers during their walks.

With the advent of P.L. 94-142, there is a Federal mandate that all children be educated in the least restrictive environment. The focus is now on severely/profoundly handicapped (SPH) students (Switzky & Miller, 1977, Chambers, 1974). Materials, in-service workshops, and even court cases (Laski, 1979) have been generated as a result of this law. Placement in the least restrictive environment infers that the student will be educated in a setting which is best suited for the student's educational needs (Wehman & McLaughlin, 1980).

Controversy has arisen over the issue because of the different professional opinion on the value of a segregated special school setting as opposed to a regular school setting which would provide access and integration with non-handicapped peers. It is the feeling of some parents, administrators and teachers that exposure to non-handicapped peers would bring about ridicule and that the support services for the SPH students would be significantly reduced. Some even feel there would be little benefit felt by the SPH students or to non-handicapped peers if greater integration were accomplished. Opposing this view, Wehman and Hill (1982) feel segregation of SPH youths from non-handicapped peers greatly reduces personal growth and development in even the most handicapped of these individuals.

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One problem faced by SPH teachers is that their students rarely function in the community and usually do not advance into more sophisticated vocational and leisure environments. The rate of teacher "burn-out" grows and morale declines since limited progress is observed in students (Wehman & Hill, 1981). Each year at Pine Ridge there is a large turn-over of personnel among the professional staff. The average teacher lasts two years, with most actively seeking a new placement by the middle of the second year.

C. Analysis of the Causes

Pine Ridge Center is a school for the profoundly mentally handicapped. The school services the North and South Central section of Broward County. The school has the largest profoundly mentally handicapped population of any school in Broward County. The majority of the students at Pine Ridge Center live in government funded and regulated group homes and facilities and do not live at home. This living arrangement and the center school arrangement has contributed to the total isolation of the majority of students from the mainstream of society. The only non-handicapped people these students see are the adults who work with them, and rarely, if ever, do they interact with non-handicapped peers. Even for those students who live at home few of them interact with non-handicapped peers. Wehman & Hill



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(1981) cite interviews with parents of SPH students. They report the fact that their SPH child did not generally accompany their parents or siblings on any type of community errand, trip, church, or social activity other than perhaps a visit to a relative's home. The reasons stated were (1) embarrassment due to inappropriate behavior and (2) lack of acceptance on the part of the community (i.e. staring). The least mentioned reason for the isolation was the difficulty in transporting the child.

Administrators of the residential facilities claim the restrictions placed upon them from HRS and the federal government do not permit them to open the doors of their facilities to the public, and the fear of injury and an increase in insurance premiums reinforces the "isolationist" policy. The school is in the same category. Although there is an "open door" policy and anyone may see our school, the fear of injury to a visitor has prevented the integration of non-handicapped peers to the school. The increase in court action to educate handicapped students in the least restrictive environment has prompted some cooperation on behalf of the administrators to attempt some form of integration.

The federal government is also encouraging the "main-streaming" theory for SPH students. Project REACH, Regular Education for All Children with Handicaps, is a three year federal contract (1980-1983) funded by Special Education Programs



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of the U.S. Department of Education and was awarded to San Francisco State University and their school district. The purpose of this contract is to develop a model program for systematically integrating severely handicapped students (k-12) into general education settings within a large metropolitan school district.

Typically SPH students have been segregated by being educated and trained in separate schools where there is little or no access to interaction with non-handicapped peers. This approach to educating SPH students provides school programming in the most restrictive environment and is in violation of P.L. 94-142. Segregated education does not allow students the opportunity to be educated in the least restrictive environment, ie., educated to the maximum extent with non-handicapped peers (Piuma, 1980).

The Hawaii Integration Project is funded by the Office of Special Education, U.S. Department of Education. It is a model demonstration project to develop curriculum components, activities and materials for the integration of SPH students into school and community settings. The federal government has recognized the need to integrate SPH students, yet Broward County itself has made no move to comply with the federal mandate in P.L. 94-142. It is now apparent that the schools must act themselves to achieve this integration and initiate the integration of non-handicapped peers with SPH students.

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D. Relationship of the Problem to the Literature.

SPH students present a myriad of instructional problems. Their motor, sensory, and/or cognitive deficiencies often appear overwhelming and it is not uncommon for these deficiencies to interfere with the consideration of best educational practices. Educators may be faced with a rather frequently occurring dilemma. Custodial care is an option. Unfortunately, it may not be meeting some of the basic programming needs of the SPH students, and may not be in compliance with the law.

Sternberg (1978) cites Brown, Wilcox, Sontag, Vincent, Dodd, and Gruenwald in an article titled "Toward the Realization of the Least Restrictive Educational Environments for Severely Handicapped Students". He defines parameters for public school services. Their fundamental premise is that ". . . educational service delivery models utilized for severely handicapped students must closely approximate the best available educational service delivery models utilized for non-handicapped students".

Non-handicapped students' acceptance of the SPH students is an important facet in the effort to successfully include these individuals in the public sector. Smith and Smith (1978) state that the practice of including the severely and profoundly handicapped in the school system has become a highly visible trend. However, without direct intervention on the part of

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special education, the non-handicapped student's attitude about the handicapped or handicapping conditions will in all likelihood not change (Gottlieb, 1980).

Ottman (1981) indicates that in order to assist the non-handicapped student to deal with and accept the SPH student, the special educator must first deal with the regular educator. This might take the form of recommendations for adapting lessons, materials, and facilities to be used with the handicapped individual within the regular education setting, or discussion of the social and educational interactive needs of the SPH student. Ottman states that a more direct approach might be to make special presentations to non-handicapped students and then be available to answer questions that might arise.

Hamre-Nietupski and Nietupski (1981) offer a different suggestion. They recommend a hands-on approach to increase interaction between non-handicapped students and SPH students. For example, peer tutors are used to help the SPH students acquire certain skills needed to do simple, routine tasks. They also contend that properly trained non-handicapped students have the skills and abilities to serve as information disseminator to their peers concerning aspects of the SPH conditions. This information could effect positive changes in attitudes.

Sternberg (1982) reports that the interaction of placement and due process procedures will hopefully ensure that the student will receive an appropriate educational program within the least

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restrictive environment. P.L. 94-142 defines least restrictive environment as ". . . to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and the special education classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicapped is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily") P.L. 94-142, 1974, s 121a.550 (b) (1) (2) ). In essence, then, the concept of least restrictive environment necessitates that the school system provide itself with options for serving the handicapped. These options should constitute a continuum of services and instructional environments. As Howe states, "Many of the past abuses that led to legal action can be traced to a lack of available options" (1981, p. 19). The determination of the least restrictive environment is the culmination of interactive efforts between school and agency personnel and parents, all desirous of providing optimal educational experiences to the SPH student.

As was stated previously, SPH students in Broward County are educated in center school settings, segregated from their non-handicapped peers, with little or no opportunity to interact with the non-handicapped world.

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# ANTICIPATED OUTCOMES

# EVALUATION INSTRUMENTS

## A. Statement of General Goals

This practicum was designed to integrate SPH students with non-handicapped peer tutors. This goal was accomplished, and a change in behavior did become apparent on the part of the SPH students. Another result was a greater understanding of the handicaps by the non-handicapped peer tutor. This practicum also successfully documented improvement in SPH students progress and encouraged the teachers to actively endorse the concept.

## B. Behaviors Expected, Assessment Instruments, and Standards of Performance

| EXPECTED BEHAVIORS | ASSESSMENT INSTRUMENT | STANDARD OF PERFORMANCE |
|---|---|---|
| SPH students will demonstrate an increase in eye contact and interaction with peers. | Baseline data will be collected, intervention will be initiated, and interaction data will be collected daily. | An increase of 10% over baseline for 5 consecutive days will indicate success. |
| Non-handicapped peer tutors will show an increase awareness of SPH | Pretest, posttest questionnaires will be administered. | A positive change in attitude will indicate success. |



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students.

| | | |
|---|---|---|
| Teachers will show an increase awareness of importance of non-handicapped peer interaction. | Pretest, posttest questionnaires will be administered. | A positive change in attitude will indicate success. |

C. Description of Evaluation Instruments

In order to obtain baseline data on SPH students, the teacher documented eye contact and /or interaction with an object for five (5) minutes using a fixed time ratio. The author took a baseline interaction of the SPH student with the teacher using the same method. A timer was set for ten (10) seconds. When the light flashes, an "X" was placed in a box if the student was looking at, reaching out, or touching the teacher or object. Intervention consisted of a non-handicapped peer tutor working directly with the student. At a random time each day, the same data was collected on the eye contact and/or interaction with the peer tutor or object.

A questionnaire was administered to the peer tutors on their prevailing attitudes of SPH students. After the nine (9) week interaction, the same questionnaire was administered.

A questionnaire was administered to the participating SPH teachers on their prevailing attitudes of integrating SPH students with non-handicapped peers. After the nine (9) week interaction, the same questionnaire was administered.



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D. Description of Plans for Analyzing Results

After completion of the implementation stage of the practicum, the data from the intervention and the questionnaires was analyzed and found to be successful.

The standards of performance contained in chapter three, section B were successfully attained. The administrator of the Center was pleased and will make an attempt to make non-handicapped peer tutoring a permanent part of the summer school program. An attempt to have high school students act as peer tutors during the year is being investigated.



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# SOLUTION STRATEGY

## A. Discussion and Evaluation of Possible Solutions

Educating SPH students exclusively in a classroom where there was no opportunity to interact with others and practice only with simulations was inadequate if these students were to function in a heterogeneous community and domestic environments (Brown, Hamre-Nietupsky, & Nietupsky, 1977; Certo, Brown, Belmore & Crowner, 1977). A classroom-community model proposed educating SPH students in the community itself (Certo, Brown, Belmore & Crowner, 1977). Others proposed only partial participation in a mixed environment (Brown, Branston-McClean, Baumgart, Vincent, Falvey & Schroeder, 1979). Wehman and Hill (in press) have used a trainer-advocacy model to integrate SPH students with non-handicapped people.

Another possible solution to the problem and one mentioned frequently in the literature was mainstreaming SPH students into a regular school. The San Francisco State University and San Francisco Unified School District (Project REACH, 1980) were placing self-contained SPH classes into general education sites. This also allowed non-handicapped participants to see SPH students demonstrating skills and presenting a more normalizing appearance (Wolfensberger, 1972).

Another readily available resource for non-handicapped



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interaction was the use of parents' home or community group homes. The natural flow of people in and out of a home afforded the opportunity to interact with non-handicapped people.

B. Description of and Justification for Solution Selected

Broward County School Board policy on placement of SPH students appeared to be totally inadequate when viewed in the light of P.L. 94-142's mandate to educate all children in the least restrictive environment. This was one of the seven (7) civil rights guaranteed under this federal law. Broward County was educating SPH students in centers in total isolation from non-handicapped peers. The purpose of this practicum was to integrate SPH students with non-handicapped peers. It was important to remember that integration was not mainstreaming. The emphasis was on social interaction not the movement of SPH students into academic general education programs. As a total change in policy was very unlikely, the author attempted to bring non-handicapped peer tutors to Pine Ridge Center to interact with SPH students. Wehman and Hill (1982) felt that segregation of even the most severely handicapped youth from their non-handicapped peers greatly reduced their personal growth and development.

The use of peer tutors had been described with a variety of



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mentally handicapped populations (Poorman, 1980), but little had been attempted with an SPH group. A peer tutor model was initiated with a group of gifted students from an inner city school system and SPH students in a regular education setting (Wehman and Hill, 1982).

A recent study by Stainback & Stainback (1982) pointed out that one way to accomplish this goal was to promote interactions by training the non-handicapped students to interact with severely mentally handicapped students. Furthermore, the development of non-handicapped peers was greatly enhanced by the interaction with the SPH population (Wehman & Hill, 1982). Brown, et al. (1979) pointed out that today's non-handicapped students will be tomorrow's parents and workers in a society of individuals who will have daily contact with SPH people in integrated community settings. Also, a recent study by McHale & Simeonsson (1980) provided a clear cue that the training of non-handicapped students to interact with handicapped students had a good probability of meeting with success. SPH youths cannot be expected to develop more sophisticated behavior if they are only exposed to other SPH youths. It was critical that other higher functioning and non-handicapped models be available for interaction. For example, data from an integrated program indicated that some SPH students who exhibited hand biting behaviors and stereotypical actions in the presence of each other cease these actions when in the

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presence of higher functioning retarded persons who displayed more normal behaviors. It might have been that a more segregated SPH environment would have supported maladaptive behaviors. One way to have diminished this problem would have been to have had interaction with non-handicapped peers which would have provided a more "normal" societal environment. This could have provided a greater sense of relevance to programming and training would have taken on a more significant purpose (Wehman & Hill, 1982).

A meeting was held between the author and the third grade teachers of a local elementary school. A video tape was shown and an explanation of the school and the program was given. Questions were answered and cooperation was obtained from the staff to assist in recommending names of third grade students to participate in the non-handicapped peer tutoring program. A date was chosen and letters were sent home to the fifteen third graders chosen. Nine students with their parents attended the meeting. It was explained that the program would last ten weeks and transportation would be provided. Three students volunteered. They were assigned to work with nine SPH students age five to seven.

Each non-handicapped peer tutor worked with three SPH students each day, one at a time. All three volunteers worked one hour a day, five days a week for ten weeks. The first



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week was used for orientation. Films of the students and slide programs were shown to introduce the non-handicapped peer tutor to SPH students. A three day visitation to the classrooms completed the orientation. A pretest questionnaire was administered to both teachers and non-handicapped peer tutors. Each peer tutor then worked an additional nine weeks with nine SPH students dividing them into three groups. Each peer tutor intervened with the same group of three SPH students for a total of 45 intervention sessions per student. In each session the student worked with for 20 minutes, the last five of which data was collected daily by the classroom teacher. At the end of the intervention, a posttest was administered to both the teachers and the non-handicapped peer tutors. Data was analyzed by the author and the results reported.

C. Calendar Plan for Implementation of Selected Solution

1. Select SPH students and teachers--January, 1984.
2. Select non-handicapped peer tutors--January, 1984.
3. Obtain release from non-handicapped peer tutor's parents--January, 1984.
4. Administer questionnaire to non-handicapped peer tutors--January, 1984.
5. Administer questionnaire to teachers--January, 1984.
6. In-service and train non-handicapped peer tutors--January,



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1984.

7. Baseline interaction of SPH students with objects-January, 1984.

8. Baseline eye contact of SPH students with teachers--January, 1984.

9. Begin peer tutor interaction, daily data collection--January, 1984, to March, 1984.

10. Administer posttest questionnaire to peer tutors--March, 1984.

11. Administer posttest questionnaire to teachers--March, 1984.

12. Compilation of data--March, 1984.

13. Completion of report--December, 1984.



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# RESULTS
# CONCLUSIONS
# RECOMMENDATIONS

## A. Results

This practicum was designed to integrate SPH students with non-handicapped peer tutors. It was hoped that a change in behavior would be apparent on the part of the SPH students. Another objective was a greater understanding of handicaps by the non-handicapped peer tutors, and SPH teachers would show an increase in awareness of the importance of non-handicapped peer interactions.

Evaluation was obtained by collecting data on the SPH students' interaction and/or eye contact with an object or person as described in chapter three, section C.

A description of the SPH students and teachers is included to insure the understanding of the population and the complexity of the problem. As was previously stated, all students have I.Q.'s below 25 with most students functioning between 3 and 12 months developmentally.

| Student | Description |
|---|---|
| a | Non-ambulatory, severe spastic quadriplegic, partial |



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use of left arm, seizure disorder.

b Non-ambulatory, severe spastic quadriplegic, very limited movement in either arm, seizure disorder.

c Ambulatory, seizure disorder, non-compliant behavior.

d Ambulatory, seizure disorder, autistic-like behaviors.

e Non-ambulatory (learning to walk).

f Non-ambulatory, hypotonic muscle tone, terminal degenerative brain disease, vision and hearing fluctuates, seizure disorder.

g Ambulatory, autistic-like behaviors, self-abusive, ruminator.

h Non-ambulatory, spastic quadriplegic (result of being hit by car), tube fed.

i Non-ambulatory (learning to walk), chronic ear infections causing self-abusive behaviors.

Teachers

1 Interned at Pine Ridge, completed three years professionally teaching SPH, non-ambulatory students.

2 Taught SPH students six years.

3 Taught SPH students four years, and trainable mentally handicapped three years in another state.

4 Taught SPH students four years. Taught deaf/blind mentally handicapped and learning disabled students for two years prior to working at Pine Ridge.



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5 Taught SPH students for three years and trainable mentally handicapped in a variety of states for eight years.

6 Taught SPH non-ambulatory students for three years. Taught mentally handicapped/disturbed students for 15 years prior to working at Pine Ridge.

7 Taught SPH students for three years at Pine Ridge.

8 First year at Pine Ridge. Taught SPH students for four years prior to working in Broward County.

9 Taught severely emotionally handicapped/autistic for three years. Worked with SPH students at Pine Ridge for two years.

The SPH students had been working with these teachers for a minimum of four months prior to implementation of this practicum. Baseline, therefore, reflects an interaction which had been programmed for that period of time. During baseline, no training was given to the SPH students. The teacher presented the object, waited five seconds for a response (look toward object, reach toward object or teacher). If no response occurred, the teacher physically guided the student through the task and nothing was recorded in the square. If there was a positive response an X was placed in the appropriate box. The process was repeated until 30 opportunities for interaction had been presented. During



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intervention, the non-handicapped peer tutor trained the student for 15 minutes based on the individual educational program for each student. The last five minutes were reserved for data collection. Social reinforcement was given throughout. Data was collected in the same manner as with the teacher's baseline. The non-handicapped peer tutor presented the object to the SPH student. The student was allowed five seconds to respond. If the SPH student looked at, reached out, or touched the peer tutor or object, an X was placed in the appropriate box. If not, the non-handicapped peer tutor physically guided the SPH student through the task. The process was repeated until 30 opportunities for interaction had been presented. The results to determine percentages were tabulated using the formula: % = # of successes/ # of opportunities x 100.

If a non-handicapped peer tutor were absent, the teacher would program the student for that day, but no data would be collected. If an SPH student were absent, the non-handicapped peer tutor would work with another SPH student who was not participating in the program, but data was not included.

The results of the interaction was as follows: Student a had a baseline average of 4 responses. A 10% increase over baseline made the targeted interaction response 6. Student a met the 10% criteria for 5 consecutive days on the 45-49 days of programming (see Appendix F); student b had a baseline average of 7 interactions and a targeted interaction response of 8. Student



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b met the criteria on the 35-39 days of programming (see Appendix G); student c had a baseline average of 3 interaction and a targeted interaction response of 5. Student c met the criteria on the 33-37 days of programming (see Appendix H); student d had a baseline average of 1 interaction and a targeted interaction response of 3. Student d met criteria on the 28-33 days of programming (see Appendix I); student e had a baseline average of 2 interactions and a targeted interaction response of 4. Student e did not meet criteria (see Appendix J); student f had a baseline average of 5 interactions and a targeted interaction response of 7. Student f met criteria on the 35-39 days of programming (see Appendix K); student g had a baseline average of 1 response and a targeted interaction response of 3. Student g met the criteria on the 43-47 days of programming (see Appendix L); student h had a baseline average of 4 responses and a targeted interaction response of 5. Student h met criteria on the 23-27 days of programming (see Appendix M); student i had a baseline average of 2 responses and a targeted interaction response of 4. Student i met criteria on the 46-50 days of programming (see Appendix N). The results are displayed in figures in Appendices O, P and Q.

The results of the change in attitude on the part of SPH teachers and the peer tutor were measured on a pretest/posttest questionnaire. A copy of the questionnaires are in Appendix C



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and Appendix D. All 10 SPH teachers in the center volunteered. Due to the aggressive behavior problems in one class, it was decided not to have the peer tutors in that class. The remaining 9 teachers were utilized in the program. The results of the teachers questionnaire indicated all 9 teachers made a positive change in attitude in accepting the importance of non-handicapped peers and indicated a willingness to continue the program (see Appendix R). Similar results were obtained from the 3 non-handicapped peer tutors. All 3 made positive improvements in their acceptance of the SPH students (see Appendix S).

B. Conclusions

A summary of the results of this practicum indicated that all the goals were successfully attained. Only student j failed to reach criteria. This could have been due to the excessive amount of days the student was absent. All other students met criteria and continued to make progress.

Another positive result of the practicum was in the attitude of the teachers. All 9 of the teachers had experience teaching handicapped students ranging from 2 to 8 years, yet each teacher made positive movement in their attitude toward SPH students. One possible explanation might be that teachers become used to the SPH population and tend to focus on their deficiencies.

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Being exposed to non-handicapped peers and the enthusiasm they displayed may have rejuvenated the teachers, and exposed them to new insights of the SPH population.

C. Recommendations

The integration of SPH students with non-handicapped peer tutors was a success. The SPH students made gains in their program objectives, and the teachers and non-handicapped peers showed an increase awareness in the SPH students. The author will attempt to obtain administration backing in establishing this as a standard part of the SPH program. Cooperation between the local high schools in the area will also be sought to schedule some Health Aide students in the school to integrate more non-handicapped peers. A summer integration program will be initiated with neighborhood students and the teachers' children. This should insure year-round exposure to non-handicapped peers as well as the opportunity for the non-handicapped peers to learn about the SPH students.

During the summer following the 1983-84 school year, four elementary school students participated in the summer non-handicapped peer tutors program. The teachers remained receptive to the program, and although formal data was not collected, the author noted similar responses by the SPH students to the non-handicapped peers. Two Health Aide classes from local



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high schools are also scheduled to participate during the 1985 spring school semester.

The author was very pleased with the results and will submit the results to a professional journal with the hope that the outcome of this practicum will encourage other SPH teachers to attempt to expose their SPH students to non-handicapped peers.

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# APPENDIX A

December, 1983

Dear Parents:

A new program is going to be attempted at a neighboring school for the profoundly mentally handicapped. I am attempting to initiate a peer tutoring program whereby regular education children will work with handicapped children for one hour a day, fve days a week from January to March. The time will be after school from 2-3 p.m.

A meeting is scheduled January 4 at 7:30 p.m. at Pine Ridge Center to explain the entire program to you if you and your child are interested. A week of orientation will begin January 9 and the actual program will begin January 16, and will run until March 23. Transportation will be provided.

If there are nny questions, please contact me at the address and phone number below, and attend the meeting on January 9 at 7:30 p.m. at Pine Ridge Center.

Linda A. Pegnatore
ESE Specialist

Pine Ridge Center
1251 S.W. 92nd Avenue
Ft. Lauderdale, Fl. 33317
Tel. 765-6854



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# APPENDIX B

## Permission Slip

I _____, hereby give permission for my child _____ to participate in a peer tutoring program at Pine Ridge Center. The program is to run for 10 weeks from January to March, 1984, after school, from 2-3 p.m.

I hereby release Pine Ridge Center, their staff, and the School Board of Broward County from any and all liability that may arise from participation of my child in this program.

_____ L.S.
Signature

Please return to: Linda Pegnatore
Pine Ridge Center
1251 S.W. 42nd Ave.
Ft. Lauderdale, Fl. 33317
Tel. 765-6854



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# APPENDIX C

## Peer Tutor Questionnaire

| | Yes | No | Don't Know |
|---|---|---|---|
| 1. Do handicapped people act different from you? | ____ | ____ | ____ |
| 2. Do handicapped people feel the same things you do? | ____ | ____ | ____ |
| 3. Do you feel funny or strange around handicapped people? | ____ | ____ | ____ |
| 4. Do you like to be with handicapped people? | ____ | ____ | ____ |
| 5. Do you know any handicapped people? | ____ | ____ | ____ |
| 6. Can handicapped people do things for themselves? | ____ | ____ | ____ |
| 7. Would you want handicapped students in your school? | ____ | ____ | ____ |
| 8. Would you want handicapped people to live near you? | ____ | ____ | ____ |
| 9. Can handicapped people learn things? | ____ | ____ | ____ |
| 10. Are there different kinds of handicaps? | ____ | ____ | ____ |



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# A P P E N D I X D

## Teacher's Questionnaire

Please do not put your name on this and answer the questions honestly.

| | Yes | No | Don't Know |
|---|---|---|---|
| 1. Do handicapped people act different from "normal" people? | ____ | ____ | ____ |
| 2. Do handicapped people feel the same things "normal" people do? | ____ | ____ | ____ |
| 3. Can handicapped people learn? | ____ | ____ | ____ |
| 4. Are handicapped students aware of their environment? | ____ | ____ | ____ |
| 5. Are handicapped students aware of who is working with them? | ____ | ____ | ____ |
| 6. Will handicapped students benefit from a peer tutor? | ____ | ____ | ____ |
| 7. Will the peer tutor benefit from working with a handicapped student? | ____ | ____ | ____ |
| 8. Does it matter who is working with the student? | ____ | ____ | ____ |
| 9. Does this peer tutoring program seem like a good idea? | ____ | ____ | ____ |
| 10. Would you like to see this program become a permanent part of the school program? | ____ | ____ | ____ |



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# APPENDIX E

## Data Sheet

SPH Student's name _____

Peer tutor's name _____

or teacher's name _____

Week of _____

Directions:

Please place an X in each box if student is looking at, reaching for, or touching the instructor or object.

Day 1

| minutes | seconds 0 | 10 | 20 | 30 | 40 | 50 | 60 |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

Day 2

| minutes | seconds 0 | 10 | 20 | 30 | 40 | 50 | 60 |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

Day 3

| minutes | seconds 0 | 10 | 20 | 30 | 40 | 50 | 60 |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

Day 4

| minutes | seconds 0 | 10 | 20 | 30 | 40 | 50 | 60 |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

Day 5

| minutes | seconds 0 | 10 | 20 | 30 | 40 | 50 | 60 |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

% for day 1_____ day 2_____ day 3_____ day 4_____ day 5_____



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# APPENDIX F

SPH Student a, Teacher 1, non-handicapped peer tutor A

| Day | % | Day | % |
|---|---|---|---|
| 1 | 13.3 | 26 | 13.3 |
| 2 | 16.6 | 27 | 16.6 |
| 3 | 6.6 | 28 | 13.3 |
| 4 | 13.3 | 29 | 13.3 |
| 5 | 13.3 | 30 | 13.3 |
| 6 | 6.6 | 31 | holiday |
| 7 | 6.6 | 32 | 16.6 |
| 8 | 6.6 | 33 | 16.6 |
| 9 | 6.6 | 34 | 16.6 |
| 10 | 10.0 | 35 | 13.3 |
| 11 | 10.0 | 36 | 13.3 |
| 12 | 6.6 | 37 | 16.6 |
| 13 | 3.3 | 38 | 16.6 |
| 14 | planning | 39 | 16.6 |
| 15 | 6.6 | 40 | 16.6 |
| 16 | 10.0 | 41 | 20.0 |
| 17 | 13.3 | 42 | 10.0 |
| 18 | 10.0 | 43 | 16.6 |
| 19 | 13.3 | 44 | 16.6 |
| 20 | 10.0 | 45 | 20.0 |
| 21 | 13.3 | 46 | 20.0 |
| 22 | 16.6 | 47 | 20.0 |
| 23 | 10.0 | 48 | 20.0 |
| 24 | 13.3 | 49 | 26.6 |
| 25 | 13.3 | 50 | 23.3 |



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# APPENDIX G

SPH Student b, Teacher 2, non-handicapped peer tutor B

| Day | % | Day | % |
|---|---|---|---|
| 1 | 23.3 | 26 | 26.6 |
| 2 | 20.0 | 27 | 30.0 |
| 3 | 23.3 | 28 | 23.3 |
| 4 | 23.3 | 29 | 23.3 |
| 5 | 13.3 | 30 | 26.3 |
| 6 | 13.3 | 31 | holiday |
| 7 | 16.6 | 32 | 26.6 |
| 8 | 20.0 | 33 | 30.0 |
| 9 | 16.6 | 34 | 20.0 |
| 10 | 20.0 | 35 | 33.3 |
| 11 | 23.3 | 36 | 30.0 |
| 12 | 20.0 | 37 | 30.0 |
| 13 | 20.0 | 38 | 33.3 |
| 14 | planning | 39 | 33.3 |
| 15 | 23.3 | 40 | 30.0 |
| 16 | 23.3 | 41 | 33.3 |
| 17 | 23.3 | 42 | 26.6 |
| 18 | 23.3 | 43 | 30.0 |
| 19 | 30.0 | 44 | 33.3 |
| 20 | 30.0 | 45 | 33.3 |
| 21 | 20.0 | 46 | 33.3 |
| 22 | 26.6 | 47 | 36.6 |
| 23 | 23.3 | 48 | 30.0 |
| 24 | 26.6 | 49 | 33.3 |
| 25 | 26.6 | 50 | 33.3 |



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# APPENDIX H

SPH Student C, Teacher 3, non-handicapped peer tutor B

| Day | % | Day | % |
|---|---|---|---|
| 1 | 6.6 | 26 | 13.3 |
| 2 | 10.0 | 27 | 16.6 |
| 3 | 6.6 | 28 | 13.3 |
| 4 | 13.3 | 29 | 16.6 |
| 5 | 10.0 | 30 | 13.3 |
| 6 | 3.3 | 31 | holiday |
| 7 | 6.6 | 32 | 10.0 |
| 8 | 3.3 | 33 | 23.3 |
| 9 | 6.6 | 34 | 16.6 |
| 10 | 6.6 | 35 | 23.3 |
| 11 | 6.6 | 36 | 20.0 |
| 12 | 6.6 | 37 | 20.0 |
| 13 | 6.6 | 38 | 20.0 |
| 14 | planning | 39 | 23.3 |
| 15 | 3.3 | 40 | 26.6 |
| 16 | 6.6 | 41 | 26.6 |
| 17 | 10.0 | 42 | 26.6 |
| 18 | 6.6 | 43 | 26.6 |
| 19 | 10.0 | 44 | 26.6 |
| 20 | 10.0 | 45 | 26.6 |
| 21 | 10.0 | 46 | 30.0 |
| 22 | 10.0 | 47 | 30.0 |
| 23 | 13.3 | 48 | 23.3 |
| 24 | 13.3 | 49 | 23.3 |
| 25 | 13.3 | 50 | 26.6 |



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# APPENDIX I

SPH Student d, Teacher 4, non-handicapped peer tutor A

| Day | % | Day | % |
|---|---|---|---|
| 1 | 0.0 | 26 | 6.6 |
| 2 | [illegible].3 | 27 | 13.3 |
| 3 | 3.3 | 28 | 10.0 |
| 4 | 0.0 | 29 | 10.0 |
| 5 | 6.6 | 30 | 10.0 |
| 6 | 0.0 | 31 | holiday |
| 7 | 0.0 | 32 | 10.0 |
| 8 | 3.3 | 33 | 13.3 |
| 9 | 3.3 | 34 | 10.0 |
| 10 | 3.3 | 35 | 13.3 |
| 11 | 3.3 | 36 | 13.3 |
| 12 | 0.0 | 37 | 13.3 |
| 13 | 3.3 | 38 | 13.3 |
| 14 | planning | 39 | 16.6 |
| 15 | 6.6 | 40 | 13.3 |
| 16 | 6.6 | 41 | 13.3 |
| 17 | 3.3 | 42 | 13.3 |
| 18 | 6.6 | 43 | 16.6 |
| 19 | 6.6 | 44 | 10.0 |
| 20 | 3.3 | 45 | 16.6 |
| 21 | 6.6 | 46 | 16.6 |
| 22 | 10.0 | 47 | 16.6 |
| 23 | 10.0 | 48 | 16.6 |
| 24 | 6.6 | 49 | 13.3 |
| 25 | 10.0 | 50 | 13.3 |



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# APPENDIX J

SPH Student e, Teacher 5, non-handicapped peer tutor B

| Day | % | Day | % |
|---|---|---|---|
| 1 | 6.6 | 26 | 13.3 |
| 2 | 10.0 | 27 | 13.3 |
| 3 | 6.6 | 28 | 10.0 |
| 4 | 3.3 | 29 | 13.3 |
| 5 | 6.6 | 30 | 13.3 |
| 6 | 6.6 | 31 | holiday |
| 7 | 3.3 | 32 | 10.0 |
| 8 | 6.6 | 33 | 13.3 |
| 9 | 6.6 | 34 | 16.6 |
| 10 | 10.0 | 35 | 16.6 |
| 11 | 10.0 | 36 | 10.0 |
| 12 | 6.6 | 37 | absent |
| 13 | 10.0 | 38 | absent |
| 14 | planning | 39 | absent |
| 15 | 10.0 | 40 | absent |
| 16 | 10.0 | 41 | absent |
| 17 | 10.0 | 42 | absent |
| 18 | 13.3 | 43 | absent |
| 19 | 10.0 | 44 | absent |
| 20 | 13.3 | 45 | absent |
| 21 | 10.0 | 46 | absent |
| 22 | 13.3 | 47 | absent |
| 23 | 10.0 | 48 | absent |
| 24 | 10.0 | 49 | 13.3 |
| 25 | 13.3 | 50 | 13.3 |



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# APPENDIX K

SPH Student f, Teacher 6, non-handicapped peer tutor C

| Day | % | Day | % |
|---|---|---|---|
| 1 | 16.6 | 26 | 30.0 |
| 2 | 10.0 | 27 | 33.3 |
| 3 | 16.6 | 28 | 20.0 |
| 4 | 20.0 | 29 | 26.6 |
| 5 | 13.3 | 30 | 26.6 |
| 6 | 16.6 | 31 | holiday |
| 7 | 13.3 | 32 | 26.6 |
| 8 | 13.3 | 33 | 26.6 |
| 9 | 16.6 | 34 | 20.0 |
| 10 | 16.6 | 35 | 30.0 |
| 11 | 16.6 | 36 | 26.6 |
| 12 | 13.3 | 37 | 26.6 |
| 13 | 20.0 | 38 | 23.3 |
| 14 | planning | 39 | 30.0 |
| 15 | 16.6 | 40 | 30.0 |
| 16 | 20.0 | 41 | 30.0 |
| 17 | 20.0 | 42 | 20.0 |
| 18 | 23.3 | 43 | 23.3 |
| 19 | 20.0 | 44 | 26.6 |
| 20 | 16.6 | 45 | 26.6 |
| 21 | 23.3 | 46 | 30.0 |
| 22 | 26.6 | 47 | 30.0 |
| 23 | 20.0 | 48 | 33.3 |
| 24 | 26.6 | 49 | 36.6 |
| 25 | 23.3 | 50 | 30.0 |



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# APPENDIX L

SPH Student g, Teacher 7, non-handicapped peer tutor A

| Day | % | Day | % |
|---|---|---|---|
| 1 | 0.0 | 26 | 3.3 |
| 2 | 3.3 | 27 | 3.3 |
| 3 | 6.6 | 28 | 3.3 |
| 4 | 0.0 | 29 | 3.3 |
| 5 | 3.3 | 30 | 3.3 |
| 6 | 0.0 | 31 | holiday |
| 7 | 3.3 | 32 | 3.3 |
| 8 | 3.3 | 33 | 3.3 |
| 9 | 0.0 | 34 | 6.6 |
| 10 | 0.0 | 35 | 3.3 |
| 11 | 3.3 | 36 | 3.3 |
| 12 | 3.3 | 37 | 3.3 |
| 13 | 0.0 | 38 | 3.3 |
| 14 | planning | 39 | 3.3 |
| 15 | 3.3 | 40 | 10.0 |
| 16 | 0.0 | 41 | 6.6 |
| 17 | 0.0 | 42 | 3.3 |
| 18 | 3.3 | 43 | 10.0 |
| 19 | 3.3 | 44 | 10.0 |
| 20 | 0.0 | 45 | 10.0 |
| 21 | 3.3 | 46 | 10.0 |
| 22 | 3.3 | 47 | 10.0 |
| 23 | 3.3 | 48 | 10.0 |
| 24 | 3.3 | 49 | 3.3 |
| 25 | 3.3 | 50 | 6.6 |



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# A P E D N D I X  M

SPH Student h, Teacher 8, non-handicapped peer tutor B

| Day | % | Day | % |
|---|---|---|---|
| 1 | 13.3 | 26 | 16.6 |
| 2 | 10.0 | 27 | 16.6 |
| 3 | 10.0 | 28 | 20.0 |
| 4 | 10.0 | 29 | 23.3 |
| 5 | 10.0 | 30 | 16.6 |
| 6 | 10.0 | 31 | holiday |
| 7 | 6.6 | 32 | 16.6 |
| 8 | 10.0 | 33 | 20.0 |
| 9 | 13.3 | 34 | 23.3 |
| 10 | 10.0 | 35 | 20.0 |
| 11 | 10.0 | 36 | 20.0 |
| 12 | 13.3 | 37 | 23.3 |
| 13 | 13.3 | 38 | 26.6 |
| 14 | planning | 39 | 23.3 |
| 15 | 13.3 | 40 | 23.3 |
| 16 | 13.3 | 41 | 26.6 |
| 17 | 10.0 | 42 | 26.6 |
| 18 | 13.3 | 43 | 20.0 |
| 19 | 13.3 | 44 | 26.6 |
| 20 | 10.0 | 45 | 26.6 |
| 21 | 16.6 | 46 | 23.3 |
| 22 | 13.3 | 47 | 26.6 |
| 23 | 16.6 | 48 | 30.0 |
| 24 | 16.6 | 49 | 26.6 |
| 25 | 20.0 | 50 | 30.0 |



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# APPENDIX N

SPH Student i, Teacher 9, non-handicapped peer tutor C

| Day | % | Day | % |
|---|---|---|---|
| 1 | 6.6 | 26 | absent |
| 2 | 6.6 | 27 | absent |
| 3 | 6.6 | 28 | 6.6 |
| 4 | 6.6 | 29 | 6.6 |
| 5 | 6.6 | 30 | 6.6 |
| 6 | 3.3 | 31 | holiday |
| 7 | 6.6 | 32 | 6.6 |
| 8 | 3.3 | 33 | 10.0 |
| 9 | 6.6 | 34 | 6.6 |
| 10 | 6.6 | 35 | 10.0 |
| 11 | 6.6 | 36 | 10.0 |
| 12 | 6.6 | 37 | 10.0 |
| 13 | 6.6 | 38 | 10.0 |
| 14 | planning | 39 | 10.0 |
| 15 | 3.3 | 40 | 10.0 |
| 16 | 6.6 | 41 | 13.3 |
| 17 | 10.0 | 42 | 13.3 |
| 18 | 6.6 | 43 | absent |
| 19 | 6.6 | 44 | absent |
| 20 | 6.6 | 45 | absent |
| 21 | absent | 46 | 13.3 |
| 22 | absent | 47 | 13.3 |
| 23 | absent | 48 | 13.3 |
| 24 | absent | 49 | 16.6 |
| 25 | absent | 50 | 13.3 |



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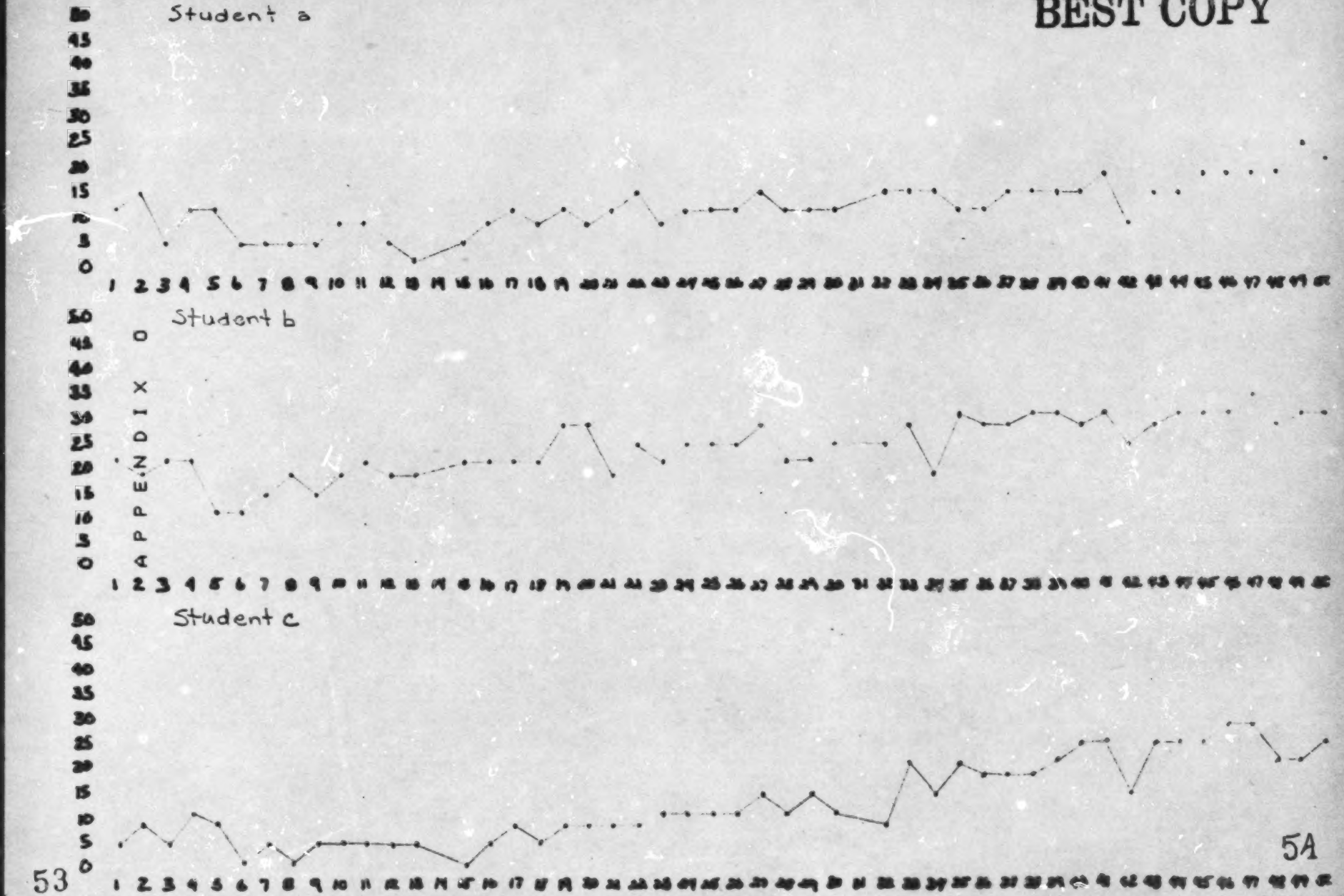

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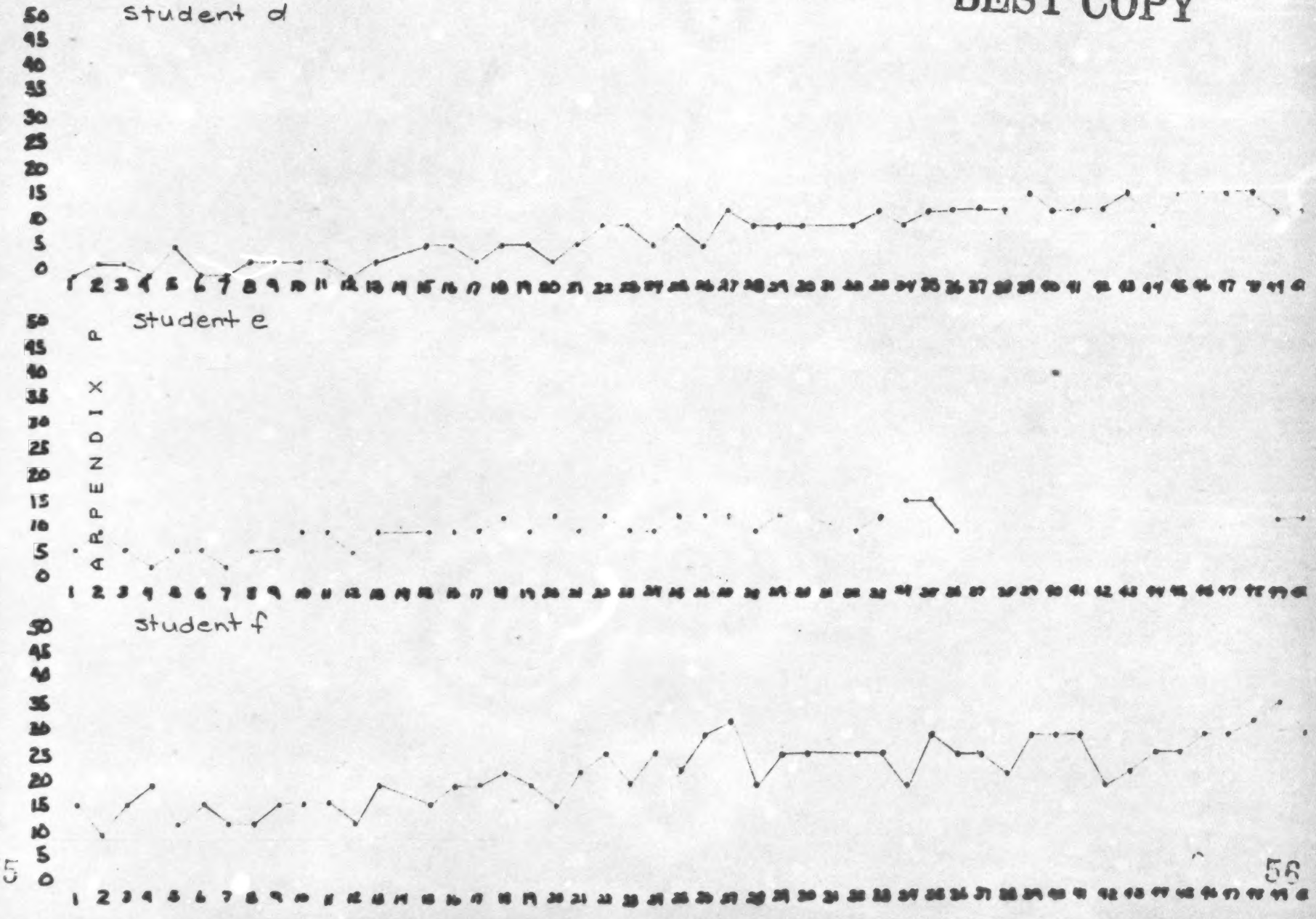

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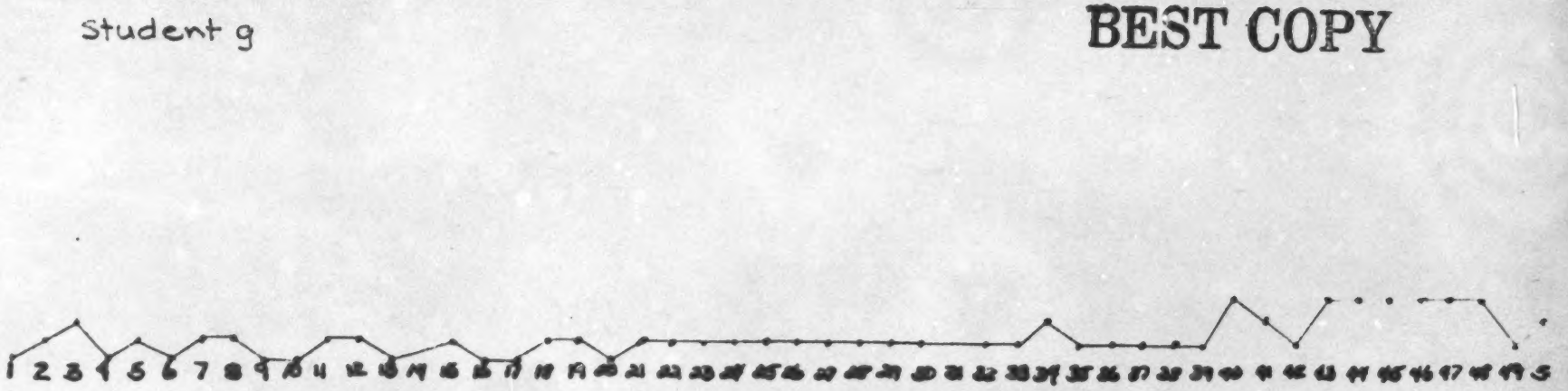
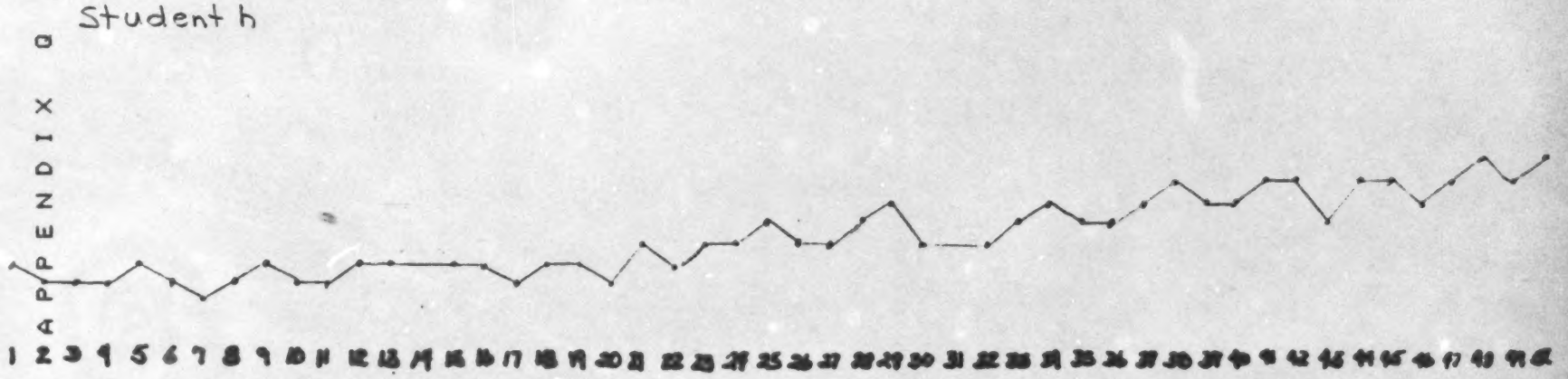
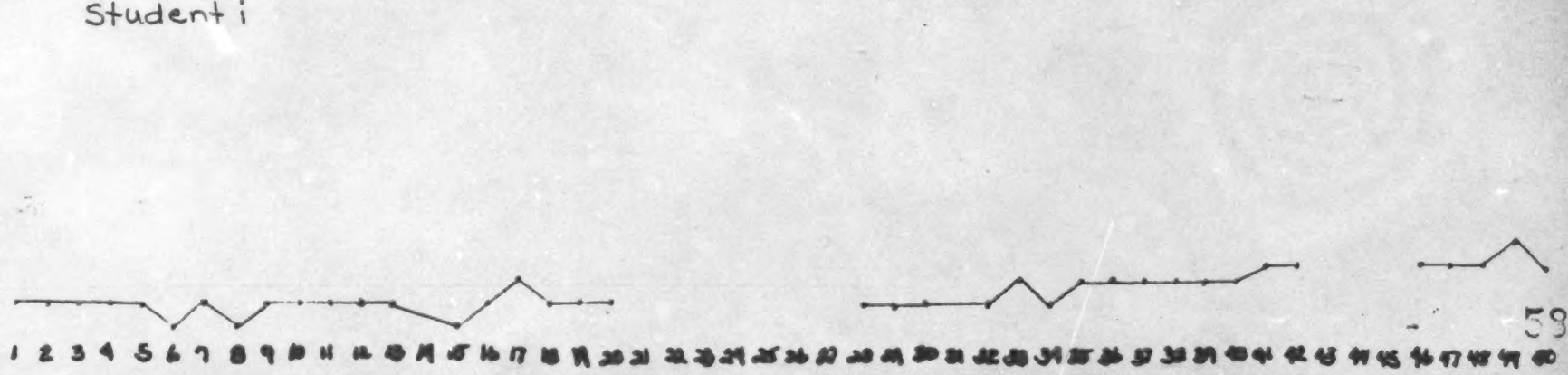
Student g



Student h



Student i



# APPENDIX R

## TEACHERS

| PRETEST | | | | POSTTEST | | | |
|---|---|---|---|---|---|---|---|
| QUESTION | YES | NO | DON'T KNOW | QUESTION | YES | NO | DON'T KNOW |
| 1 | 6 | 3 | 0 | 1 | 6 | 3 | 0 |
| 2 | 4 | 5 | 0 | 2 | 8 | 0 | 1 |
| 3 | 6 | 0 | 3 | 3 | 9 | 0 | 0 |
| 4 | 4 | 4 | 1 | 4 | 9 | 0 | 0 |
| 5 | 5 | 3 | 1 | 5 | 9 | 0 | 0 |
| 6 | 1 | 1 | 7 | 6 | 9 | 0 | 0 |
| 7 | 0 | 2 | 7 | 7 | 9 | 0 | 0 |
| 8 | 4 | 4 | 1 | 8 | 9 | 0 | 0 |
| 9 | 2 | 0 | 7 | 9 | 9 | 0 | 0 |
| 10 | 0 | 0 | 9 | 10 | 9 | 0 | 0 |



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# APPENDIX S

## NON-HANDICAPPED PEER TUTORS

| PRETEST | | | | POSTTEST | | | |
|---|---|---|---|---|---|---|---|
| QUESTION | YES | NO | DON'T KNOW | QUESTION | YES | NO | DON'T KNOW |
| 1 | 3 | 0 | 0 | 1 | 3 | 0 | 0 |
| 2 | 0 | 2 | 1 | 2 | 3 | 0 | 1 |
| 3 | 1 | 1 | 1 | 3 | 0 | 3 | 0 |
| 4 | 0 | 1 | 2 | 4 | 2 | 0 | 1 |
| 5 | 1 | 2 | 0 | 5 | 3 | 0 | 0 |
| 6 | 0 | 2 | 1 | 6 | 3 | 0 | 0 |
| 7 | 1 | 1 | 1 | 7 | 3 | 0 | 0 |
| 8 | 1 | 1 | 1 | 8 | 3 | 0 | 0 |
| 9 | 0 | 1 | 2 | 9 | 3 | 0 | 0 |
| 10 | 0 | 1 | 2 | 10 | 3 | 0 | 0 |



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